Bishop Chadwick
Catholic Education Trust

St. John Bosco Catholic Primary School

SEND Policy

Caring for each other as we live, learn and grow in God's love

SEND Policy

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SEND Policy

1. INTRODUCTION

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Executive Head Teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCo). The Local Governing Body, Executive Head Teacher, Head of School
and the SENDCo will work together closely to ensure that this policy is working effectively.

At St. John Bosco Catholic Primary School, we recognise that each child is unique and each pupil has the right to be regarded as having equal value and worth. We endeavour to ensure that children receive an inspiring, enriching, engaging curriculum, as well as strong and supportive pastoral care.

We aim to support our children in becoming well rounded and responsible citizens of the future and we are committed to meeting the needs of all pupils. We aim to achieve the highest possible standards and strive to ensure each child fulfils their potential, irrespective of ability. Our young people will be able to work with their peers and class teachers, within the classroom whenever possible, and will be supported appropriately in order for them to be successful. This support and intervention may be provided by a class teacher, a highly trained teaching assistant, an outreach worker or specialist provider, either in small groups or more specific targeted 1:1 activities, or with the aid of technology. The outcome being to enable all pupils to access education more fully, to build up the necessary skills which equip them to work alongside their peers more effectively and to become successful young adults who meet their potential.

At St. John Bosco Catholic Primary School, we aim to provide a broad and balanced creative curriculum for all children. High quality teaching is differentiated and personalised to meet the individual needs of the majority of children. Staff have high expectations of all pupils. They make sure that all pupils, including those with special educational needs and/or disabilities, have the chance to study the full range of subjects offered. Pupils with SEND are completely included in the life of his school. They receive support in classrooms in a range of different ways.

All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

The school's SENDCo: Mrs Gray

2. AIMS & OBJECTIVES

Aim

St. John Bosco Catholic Primary School's approach to SEN is to raise aspirations of and expectations for all pupils with SEN. We provide a focus on outcomes for children and young people and not just hours of provision/ support.

Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 0-25 (May 2015).
- To operate a 'whole pupil, whole school' approach to the management of support for special educational needs
- To provide a Special Educational Needs Coordinator who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with students with special educational needs.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS.

Definition of SEN

'A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This provision will be '**additional to or different from'** that normally available in a differentiated curriculum.

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.' CoP 2014

Students identified as SEN can be done so by teachers, parents or external agencies working with the child, and will then fall into one of two categories below.

Students identified as having a SEN fall into one of two categories:

i) SEN Support

These students typically meet one or more of the qualifying criteria (Appendix 1) within the four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a student in to a category. When reviewing a child's needs, a holistic, 'whole-child' view is considered – not just their special educational needs.

ii) Education, Health and Care Plans (EHCPs)

- A minority of students will have an Education Health and Care Plan which sets out the need and the arrangements needed to support that student in school.

Identification of Need

St. John Bosco School is committed to early identification of need. Teachers, support staff and outside agencies, will identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also consider other factors which may impact on progress and attainment and do not alone constitute SEN;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child In Care
- Being a child of a Serviceman / woman

Any concerns relating to your child or young person's behaviour will be described as an underlying response to a need which St. John Bosco School will be able to recognise and identify clearly as we will know the child/young person well.

4. A GRADUATED APPROACH TO SEN SUPPORT

The provision at St. John Bosco School is based on the graduated approach cycle of 'Assess, Plan, Do, Review'.

The first step in responding to students who have or may have SEND is high quality-first teaching which is differentiated

- Teachers are responsible and accountable for the progress and development of all students in their class
- Where a concern is raised about a student in class the first step is for the class teacher to assess the student's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher's response should follow the 'assess, plan, do, review' structure.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through a variety of means including whole school and departmental review meetings, learning walks, book scrutinies and other quality assurance measures.

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then immediate interventions may take place.

If the problem remains unresolved after a range of appropriate support strategies have been tried, then the class teacher will seek the advice of the SENDCo who will work collaboratively with the teacher, the child and the family to identify if the child needs additional or different support.

For higher levels of need, discussions take place with parents/carers, external agencies and professionals. This can be via informal discussion or an official referral, which has gained parental consent. If the pupil requires additional and different support to those of their peers, they will be placed on the SEN register for the duration of this intervention, and this will be explained to parents / carers by way of letter or invitation to meet with the SENDCo. If and when this additional support enables the pupil to make expected progress, they will move off of the register and onto the monitoring list. Once again the parent / carer will be informed of this move.

5. MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

The provision for students with SEND continues to be underpinned by the graduated approach cycle. The SENDCo takes responsibility for:

- Being the main point of contact and main liaison for parents and families;
- Reviewing student's academic progress and attendance regularly;
- Reviewing student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;
- Monitoring relevant student documents (Support plans, Education Health Care Plans etc.);
- Attending relevant meetings;
- Liaising with or referring to outside agencies, as required;
- Sharing key information with other staff as required;
- Meeting with student and parents, as required;

Information about students with SEND is recorded on ARBOR, CPOMS, the SEND register and through personalised support plans.

The school uses funding to offer the following internal support provision:

- In-class support
- Phonics intervention
- Maths intervention
- Reading Intervention
- SALT interventions
- ELSA programmes
- Nurture Groups
- Adaptive technology resources (laptops, Ipads, Dictaphones etc)
- Homework Clubs
- Lunchtime Clubs
- Fine motor and gross motor skills interventions
- Sensory room
- Preparing for adulthood interventions
- Exam access arrangements
- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response to concerns raised about a student.

As part of the SEND provision, students will access targets linked to preparing for adulthood under the headings: Education/Employability, Independence, Health and Community Participation.
This benefits children with moving between phases and transition to secondary school.

6. CRITERIA FOR EXITING THE SEN REGISTER

Following a review, it may be agreed that a pupil no longer needs to be included on the SEN register. This may be based on information from subject teachers and outside agencies that show that the pupil is making adequate progress and no longer needs support. When this happens, the pupil's name will be removed from the SEN register and the SIMS record will be updated. Parents will also be informed and reassured as to what changes have been made and that the pupil will still be monitored. The SENDCO will still monitor the pupil's progress for a short period of time after this to make sure that no problems arise.

7. SUPPORTING STUDENTS AND FAMILIES

i. For further information on SEND at St. John Bosco Catholic Primary School, please see our school's SEN section on the school's website.

ii. Further information and advice on meeting SEND in schools is available from the government through the SEND Code of Practice 0-25 (2015).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

iii. Parents/carers can also receive support from the SEND Information, advice and support service (SENDIASS). SENDIASS provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. The team of SENDIASS coordinators are qualified and experienced in special educational needs, and are based at the locations across the county.

They can:

- Listen to your concerns and worries;
- Give you information about special educational needs;
- Offer home visits;
- Provide advice by telephone;

- Support you in meetings;
- Go with you and your child to visit schools;
- Give you information about the special educational needs mediation service;
- Provide information about the special educational needs and disability tribunal; and
- Put you in touch with a voluntary organisation or parent support group.

Sunderland SENDIASS are based at
Sunderland Carers Centre
Thompson Road
Sunderland
SR5 1SF
0191 537 5764
contactus@sunderlandsendiass.co.uk

iv. Close home-school liaison is key to an effective partnership and mutual support. Home/School Links include:

- Parents' evenings
- Parents SAT's information meetings
- Parent workshops
- SEND Review Meetings; termly.
- Annual reviews
- Individual arrangements where appropriate and depending on need, such as home school communication books
- Letters, phone calls are on-going,
- Parents are encouraged to contact the school in the first instance
- If parents or carers have any concerns; usually the first point of contact is the Class Teacher.

v. Exam Access Arrangements.
The Headteacher coordinates our exam access arrangements. They ensure that the appropriate support is in place, along with the evidence required to support the arrangement. This can include additional time, rest breaks, transcripts, readers and scribes.

vi. Transition.

- Provision is made to ensure transition between Key Stages and year groups are as smooth as possible. Information about children will be passed on to the new class teacher in advance and a planning meeting will take place between the new and current class teacher. Children will spend time in their new classrooms to familiarise themselves with the class layout and staff in the new environment. If necessary, additional time and provision will be afforded to ensure transitions are as easy as possible.
- KS2 - 3: The SENDCo liaises with secondary schools to share SEND information before transition. Vulnerable pupils are invited to additional transition days when required.
- The SENDCo works closely with parents and professionals to ensure a smooth transition.
- The SENDCo holds a final review meeting with parents before transition.

8. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

St. John Bosco School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Students with medical conditions are supported by the schools' First Aiders. The school has an asthma and anaphylactic policy as well as its medication administration guidelines. A school First Aider and the Headteacher monitors medication. Inhalers and EpiPen's are kept on site. The Headteacher liaises with

parents if and when medication, EpiPen's and inhalers need to be replaced. (*It is the responsibility of the parent to replace and dispose of out of date medication*.)

Staff are given advice and strategies on how best to support any pupils with medical conditions and receive annual training on how to deal with allergies. Diabetes and Epilepsy Nurses also deliver training to staff as needed.

The medical policy can be found on the school website.

Some pupils with specific medical conditions may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The SEN Code of Practice (2015) is followed.

9. MONITORING AND EVALUATION OF SEND

i. SEN Support

- Whole school data collections provide an opportunity for SLT and governors to ensure pupils with SEN are reaching their predicted target grades.
- Achievement, teaching & behaviour is reviewed by the SLT, Class Teachers and SENDCo after each data collection and are influential in determining which intervention programmes need to be implemented to support underachieving pupils and those pupils identified as SEND. As well as subject data; book scrutinies, learning walks and lesson observations all help to identify need.
- If a pupil is identified as having special educational needs is making little or no progress through the 'assess, plan, do, review' approach which would be offering both quality teaching and targeted provision, school staff will liaise with the SENDCo and parents/carers regarding seeking external support. At this stage, external support services are required to help school develop interventions aimed at addressing continuing barriers to achievement.
- Pupil voice is also central in the monitoring and evaluating process to help staff understand the pupils needs.

External Support

St. John Bosco Catholic Primary School work closely with a range of specialists:

- Educational psychologist;
- SALT (Speech and Language Therapy)
- Autism Outreach Team
- Behaviour Support Service
- Sensory Team (hearing impairment)
- Social, emotional and mental health.

In addition, we can access support from

Sunderland Community Children and Young People's Mental Health Service (SCCYPMHS) – **previously CAMHS**; Children and Young Peoples Service (CYPS) and Early Help.

ii. Statutory Assessment

If a pupil continues to make less than expected progress despite evidence-based support and interventions that are matched to their area of need, and the involvement of specialist services, the school may consider a referral for a statutory assessment of education, health and care needs. This may lead to the issue of an Education, Health and Care (EHC) Plan which will set out needs and the provision required to meet those needs.

iii. EHCPs

A review of an EHC Plan is carried out annually, close to the anniversary of the EHC Plan issue date, (if it is a new EHC Plan), or within 12 months of the previous review. Support arrangements are discussed

with parents and any supporting professionals, to ensure resources are being used to maximum effect. These meetings are referred to as Annual Reviews. Interim reviews of EHCPs can be called at any time if serious concern regarding progress and /or ability to meet need is raised

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures.

The SENDCO liaises with the SEND Governors to give an update on SEND issues. Reviews are also conducted for those pupils on the SEN register with the Class Teacher and or the SENDCo. All parents are invited to speak with the SENDCo at termly and annual review meetings which provide another opportunity to talk about the SEN provision for their child.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

10. ROLES AND RESPONSIBILITIES

Key Responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Liaising with parents of pupils with SEN
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Monitor, review and evaluate policy

Key Responsibilities of the SLT include:

- Monitor progress - academic and behavioural
- Monitor the implementation of the SEND policy
- Liaise with the SENDCo in relation to parent concerns
- Ensure appropriate planning for the implementation of schemes of work
- Monitor the implementation of the SEND policy
- Ensure discussion of SEND students at departmental meetings
- Liaise with the SENCo in relation to parent concerns

Key Responsibilities of the Class Teacher include:

- Deliver Quality First Teaching
- Differentiate activities for students where possible
- Raise initial concerns at departmental/faculty meetings
- Monitor individual progress and set appropriate student targets
- Meet with parents and other agencies when appropriate

Key Responsibilities of the Governing Body
- Report annually on the policy
- Ensure the policy is stated in the prospectus and school handbook
- Do their best to ensure that SEND provision is made as appropriate
- Nominate a Governor responsible for Special Educational Needs

Key Responsibilities of those deploying SEN Teaching Assistants
- TAs should not be used as an informal instructional resource for pupils working below the expected standard.
- Use TAs to add value to what teachers do, not replace them
- Ensure TAs are fully prepared for their role in the classroom - Schools should provide sufficient time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.
- Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.
- Provide scaffolded guidance to encourage and develop progress.

Key Responsibilities of Learning Support Assistants
- Help pupils develop independent learning skills and manage their own learning.
- Deliver high-quality one-to-one and small group support using structured interventions.
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions/scaffolded work.

11. STAFF TRAINING
Continuous Professional Development opportunities (CPD) will be made available to staff.
- Courses/training linked to the school's action plan (SIP) and relevant targets.
- Courses/training linked to an area of need identified by a teacher or through the Performance Management process. If a member of staff attends the training they will be responsible for providing a summary and evaluation of the course to the SENDCO in order to share learning and expertise developed.

12.EQUAL OPPORTUNITIES
At St. John Bosco Catholic Primary School, we do not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have access to:
- a broad, balanced, differentiated and relevant creative curriculum.
- resources and displays.
- school routines and procedures.

13. STORING AND MANAGING INFORMATION
The school complies with statutory requirements (The Data Protection Act 2018) regarding storing and managing information and Data protection.

14. REVIEWING THE POLICY
The SEND Policy is reviewed annually and more frequently if legislation, guidance or practice changes.

15. ACCESSIBILITY
The school complies with statutory requirements. Please see Accessibility Plan for further information.

16. DEALING WITH COMPLAINTS
The Governing Body will make the following arrangements for the treatment of complaints from parents of students with SEN concerning the provision made by the school:

- In the first place, complaints should be directed to the SENDCo or Lead Professional.
- If the complaint is not resolved to the satisfaction of the parent or SENDCo/Lead Professional, it will be directed to the Head teacher.
- If the complaint is not resolved it may be necessary - and parents have the right to ask for - an examination of the complaint by the Governing Body.
- If the complaint is not resolved, parents may ask for it to be investigated by the Local Authority.

17. BULLYING

At St. John Bosco School, all forms of bullying are unacceptable and will not be tolerated. Every pupil has the right to be safe and happy in school, and to be protected when feeling vulnerable.
For more information, please see the Anti-Bullying policy.

Signed: _____

Designation: Chair of Governors

Date: _____

Review Date: September 2027

18. APPENDICES

APPENDIX 1
Classification of SEN Support (K)
Meets one or more of the following criteria:

Cognition and Learning
• Standardised score of below 85 on a reading / spelling test
• Diagnosis of dyslexia
• Meets the criteria for Literacy intervention: below target level
• Meets the criteria for Numeracy intervention: below target level
• Below year group expectation by 2 years or more in English / Maths
• Routine use of a laptop / tablet in lessons is established
• Qualifies for external exam concessions

Communication and Interaction
• Diagnosis of ASC
• Speech therapy / educational psychological input
• Following a SALT programme
• Attending Social Groups

Social, Emotional and Mental Health Difficulties
• CAMHS/CYPS provision
• Receiving 1:1 counselling support for a significant time in realtion to SEMH
• Social Services - sustained involvement e.g. Child in Need, Child Care Plan
• Diagnosis of SEMH Difficulties, e.g. Attachment Disorder

Sensory and / or Physical Needs
• Registered with one of the following services:
- Physical, Medical, Sensory Team
- Physiotherapy
- Occupational Therapy
- Other NHS service
• Diagnosis of an on-going medical condition
• Wheelchair user / restricted mobility